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AUTHOR Brassie, Stan
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ABSTRACT

Tenure saturation coupled with declining enrollments, abolishment of general university requirements, program diversity, and affirmative action programs make tenure an issue. These factors are representative of many facing university management today. Serious examination of the concept of tenure reveals that 85 percent of all colleges have tenure, one third of all colleges and universities have changed tenure rules in the last two years, two fifths of all colleges and universities are reviewing tenure, 82 percent of all administrators polled in 1972 opposed tenure in its present form, 14 percent favor abolition of tenure, and 86 percent favor changing it. Some suggestions for improving the situation are that universities (1) be more discriminating in accepting applications for tenure, (2) establish tenure quotas, (3) more carefully screen tenure applicants, (4) be more conservative in hiring procedures, and (5) have post-tenure reviews. In addition to these measures, a retraining program could be developed for tenured faculty. Although this system is usually designed for major shifts from one discipline to another, the same concept could be used for less dramatic retraining within a discipline and department. (DMT)

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Stan Brassie
Indiana State University
for April 5, 1976

My purpose is to examine the factors which have made TENURE a management problem.

I. One factor is most easily explained by some simple statistics. These are college/university personnel stats, but I'm sure they could be similarly applied to the public schools.

1968-69 50% of all college faculty members were tenured
1972-73 (4 yrs) 65%
1974-75 (6 yrs) 73%

These %'s are <u>likely to become progressively higher</u> as the teachers and professors who were in their late 20's and early 30's in the "Booming 1960's" are now eligible for tenure --- <u>and most are receiving it</u>. Therefore, one factor is TENURE <u>SATURATION</u> e.g., at ISU, we are faced with 33 of 38 physical education faculty are tenured.

II. At the same time that these faculty are gaining tenure, other statistics show a dominant shift in hiring patterns:

5 years } 1969 66,000 professors under 30 (9% had tenure)
1974 27,000 professors under 30 (2% had tenure)

Partially illustrates that while young untenured professionals were in demand and were hired in the late '60's, the market for young untenured faculty has dramatically changed in 5 years.

III. The above illustrations, <u>in and of themselves</u>, do not pose management problems of a tenure nature for administrators. However, these trends <u>couple with other timely variables</u>, have made <u>TENURE the issue that it is in education today</u>. Some are:

VARIABLE (1) Declining Major Enrollments

Result of a tight job market in education because of declining public school <u>enrollments</u>, <u>consolidations</u>, and <u>budgetary cutbacks</u>. Declining enrollments have reduced the need for previous staffing levels. The MANAGEMENT ISSUE is one of faculty retention.

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VARIABLE (2) Required Activity Programs to meet General Education Requirements have been abandoned in many Colleges/ Universities.

Service courses are often the major source of credit hour production. Reduction in requirements have sometimes resulted in staffing lines becoming vulnerable to enrollment decreases. The MANAGEMENT ISSUE is one of faculty retention.

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VARIABLE (3) Elective Activity Programs in Colleges/Universities have forced Departments to Look Beyond Traditional PE Offerings toward Activities for which Tenured Faculty Members have no training, skill, or even interest.

Activities such as judo, karate, self defense, scuba diving, and others require more than a casual "brushing up," and may be relatively novel activities for tenured faculty. The MANAGEMENT ISSUE is how does one retain a faculty to meet the current demands of a student body that decides whether it will elect from a program of offerings.

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VARIABLE (4) Combining Men's and Women's Departments

Some needless duplication of courses has been eliminated and whereas curricular efficiency has been improved, staffing needs have been altered. The MANAGEMENT ISSUE not only includes faculty retention, but problems associated with which person from the former two departments shall retain the responsibility in the future.

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VARIABLE (5) Very Few Tenured Faculty Members with Joint Teaching/Coaching Appointments want to coach until Age 65.

What happens when tenured faculty with joint assignments request reassignment to full-time teaching? If no new staffing lines are available, or if absorption of the individual in an approved new staffing line would not strengthen the program, the administrator faces a serious TENURE PROBLEM. The MANAGEMENT ISSUE is comprised of a threat to other tenured or untenured faculty with less seniority or adding a staff member with little to contribute outside of his coaching expertise - following by having to hire another replacement with the same coaching expertise.

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DR. RICHARDSON'S STATEMENTS CONCERNING THE EXACT WORDING OF THE INITIAL CONTRACT UNDER WHICH THE STAFF MEMBER IS HIRED IS PARAMOUNT. THE CONDITIONS OF THE CONTRACT CANNOT BE LEGALLY CHANGED LATER ACCORDING TO RECENT COURT CASES. THE COACHING ASSIGNMENT, AS PART OF THE CONTRACT, SHOULD BE EXPLICITLY STATED.

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VARIABLE (6) Newly Added Coaching Assignments Following Initial Assignments which included only Teaching and Research.

As intercollegiate programs have grown, the need for coaches has significantly increased. If no new staff lines are made available for coaching assignments, management must find a way to staff the programs by introducing coaching into tenured faculty members assignments. If tenured faculty are not willing to accept the coaching assignment, what happens. The MANAGEMENT ISSUE is one of assigning duties which were not part of the original contract to tenured faculty who do not wish to coach. A second MANAGEMENT ISSUE is one of staffing a growing and emerging program.

VARIABLE (7) Affirmative Action Pressures from Higher Administration

With highly tenured faculty ratios and high stability in faculties, the movement toward desired balance in staffing between sex, race, ethnic, and age classifications must be postponed. The MANAGEMENT ISSUE is how to conform with federal and university goals and guidelines when tenure and stability have you locked in.

IV. These 7 variables or issues are representative of many facing us today. These have caused some very serious looks at the entire concept of tenure.

85% of all colleges have tenure-others have elaborate appeals procedures
1/3 of all colleges and universities have changed tenure rules in the last two years.
2/5 of all colleges and universities are reviewing tenure

82% of all administrators polled in 1972 opposed tenure in present form
14% favor abolition of tenure
86% favor changing it

SOME PROPOSALS SUGGESTED:

(1) Be more stingy with Tenure and we see this trend
In 1972, 42% of all colleges gave tenure to <u>every</u> eligible applicant.
In 1974, 37% of all colleges gave tenure to <u>every</u> eligible applicant.

(2) Establish Tenure Quotas
The California Legislature was forced by the courts to abandon the 60% tenure rule which they proposed.

(3) More Carefully Screen and Be more Conservative in Hiring Procedures.
It is becoming increasingly more difficult to release an inadequate probationary candidate, so initial consideration is critical. As Dr. Richardson mentioned, contracts and due process also protect the untenured.

(4) Shorter Initial Contracts
One year contracts are becoming increasingly popular. Management has protection and yet can still initiate another contract. The AAUP has been highly critical of one-year contracts for approved staff lines.

(5) Expansion of Probationary Periods and Systemmatic Reviews
3-year contracts with annual reviews are becoming popular. Many have been advocating longer probationary periods of 5 years or more, but CONTRACTS may make this moot point.

(6) Post-tenure Reviews every Five Years
Periodic evaluation of tenured faculty for determining such things as merit salary increases and tenure review could be regularized. If the presumption of competence is not supported, formal charges should be brought against the faculty member. Incompetents must be removed if confidence in tenure is to be restored.

(7) Careful Description of Tenure Conditions within Context of the Initial Letter
The hiring unit must anticipate all possible consequences that the initial contract might permit. It must protect itself and its entire faculty from personal decisions which affect assignments.

(8) Academic Planning
Establish mechanisms to cope with shifting and declining enrollments, including a scheme for determining the retrenchment procedures to be followed if positions are reduced.

(9) Retraining of Tenured Faculty
A few higher education institutions are making provisions for faculty retraining in other disciplines. The State University System of Florida, with the support of the State Legislature, has undertaken a promising program of retraining certain tenured faculty for positions of need. Essential features of the program are:

1. The period for which retraining grants are made will not exceed 1 academic year.
2. Payment will be in the form of full salary.
3. Payment of expense reimbursement not to exceed $3,000.
4. Staff members must be tenured, served more than 7 years as a full-time faculty member, and be no more than 55 years old.

5. University agrees to release faculty from all instructional and research duties
6. Formal academic study is not the only way to RETRAIN--may work with an authority, travel, work in independent ways

Although this system is designed for major shifts from one discipline to another, why can't the same concept be used for less dramatic retraining within a discipline and department.

Two years ago at ISU, we had some curricular needs for which I requested retraining support from the administration. Two tenured faculty members were asked to obtain competencies needed by the department. In one case, we hired an adjunct professor who was a specialist in the area to teach a section of the class which was taught at night that semester. The tenured staff member assisted the adjunct in conducting the class while learning and observing for the entire semester at the same time. The instructor supplemented this instruction with independent study and then took over the course during the following semester. With continuing study and inservice work, the staff member has become very capable.

In a second case, arrangements were made to pay all expenses to send a tenured faculty member to a special arranged non-credit class for instruction in methods and techniques of a novel activity. The arrangement continued for a full year, two nights per week, before the staff member was ready. He has now stated a preference for teaching in this area as opposed to his former teaching areas.

Both of these approaches have been very fruitful.